

Year Level	Unit Title	duration
Yr 8	Youth Say	6 weeks

Dimension 1 **Attitudes and Perceptions**
Dimension 5 **Habits of Mind**

Identify
Curriculum

Select the Essential Learnings, school priorities and context for learning

Rationale:

This should explain why this unit is relevant for the particular group of learners. It should include details about how this builds on prior units and learning, what the goals are for this unit and what the issues might be for (some) learners.

Youth traditionally feel that their local community does not cater for their specific needs and interests, as things are often done for them rather than with them. This unit aims to achieve learning outcomes for students in the context of an authentic assessment involving consultation with local council and youth groups. Students develop a recommendation for future services, facilities and programs designed to engage their peers in a positive community relationship.

Dimension 2 **Acquire and Integrate Knowledge**
Dimension 3 **Extend and Refine Knowledge**

Knowledge Development: The focus of Teaching and Learning (ELs)

Deep Understanding

what the students will know and understand from the unit

- Our attitude and behaviour affects how we perceive our community
- Being an informed citizen allows us to be empowered in our community
- Every single person has capacities, abilities and gifts.
- Our choices in life need to be valued in terms of long term as well as short term gains

Key Question:

what is the focus question that will guide their learning?

- What do youth of today need to be able to give and take from their community for the development of positive sustainable relationships?
 - What are the benefits of making a community youth friendly?
 - How can you make a difference to our community?

Host KLA	Essential Learnings	
	Ways of Working	Knowledge and Understanding
SOSE	<ul style="list-style-type: none"> engage students in and developing their inquiry skills, including their capacity to access data, information and evidence from varying points of view or perspectives to develop their own understandings about the local community, Australia, its region and its place in the global community 	<ul style="list-style-type: none"> Plans investigation using an inquiry model such as TELSTAR: Tune-in, explore, look, sort, take action, reflect. Identifies ways that people attempt to influence government decisions
HPE (health)	<ul style="list-style-type: none"> proposing,justifying, implementing and monitoring plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development 	<ul style="list-style-type: none"> Proposes an action plan to promote healthy environments, for presentation to an appropriate organisation <p>Health has physical, social, emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent</p> <p>The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices</p> <p>Individual, group and community action, that enables people to adopt health promotion strategies, can address inequities and promote health and wellbeing, including safety</p>
Maths	<ul style="list-style-type: none"> communicate thinking and reasoning using mathematical language, concrete materials, visual representations, and technologies 	<ul style="list-style-type: none"> Produces a systematic approach to solving a problem Makes conclusions based on patterns in data.
Science	<ul style="list-style-type: none"> evaluate data, information and evidence to identify connections, construct arguments and link results to theory <p>Science is concerned with testing ideas and theories against evidence. Thus science education has a key role to play in developing in students the ability to draw logical, evidence-based conclusions, use problem-solving strategies and understand and accept the provisional nature of scientific explanations</p>	<ul style="list-style-type: none"> Knows what it means to ‘think global, act local’ in the context of Australian citizens’ responsibilities in environmental issues <p>immediate and long –term consequences of human activity can be predicted by considering past and present events</p> <p>responsible, ethical and informed decisions about social priorities often require the application of scientific understanding</p>
English	<ul style="list-style-type: none"> Students use the essential processes of <i>ways of working</i> to develop and demonstrate their <i>knowledge and understanding</i>. They individually and collaboratively interpret and construct texts by applying their knowledge of audience, subject matter and purpose and their understanding of language elements and literary and non- literary texts 	<ul style="list-style-type: none"> speaking and listening provides opportunities to examine ideas and issues, make judgements in order to challenge opinions and present different points of view to persuade others.

Shading indicates alignment with current Mirani Secondary School Scope and Sequence documentation

Dimension 4 Using Knowledge Meaningfully

Plan a variety of assessment instruments and opportunities to collect comprehensive and meaningful evidence of learning

Type of Assessment	What will be assessed (for timing of assessment see unit overview)
Key assessment task or culminating task	<p>The class collaboration to research and formulate recommendations of how and what needs to be addressed in the future for youth of the area is to be assessed using both written and spoken genre.</p> <p>Assessable elements</p> <p>Written</p> <p>Knowledge and Understanding genre Description develop a regional youth info map poster with location and contacts of services currently available for young people</p> <p>Knowledge and Understanding genre Practical Report: in the form of a written proposal, to present recommendations to the local council, that address youth issues in response to analysis and research of current local data and global trends</p> <p>Spoken</p> <p>Class selects best 3 written proposals; each individual prepares an individual persuasive argument designed for presentation to local council and drawn from the collaboration of ideas discussed and information researched during the unit</p>
Formative assessment to scaffold task	<ul style="list-style-type: none"> Individually develop an action strategy to promote current resources and programs in the area Individually develop a check list of action and time line Collaboratively develop a contact list of local events and community members Collaboratively identify and deconstruct council and school policies and protocols
Other assessment tools & instruments	<ul style="list-style-type: none"> Conduct surveys Data analysis Interview councillors and local identities Research local artifacts and historical records

Make
judgements

Dimensions of Learning Reflective Tool

Consider how judgments will be made about the quality of learning

using the evidence in student responses: Purpose of assessment and assessable elements

1. Attitudes & Perceptions	2. Acquire & Integrate Knowledge	3. Extend & Refine Knowledge	4. Use knowledge Meaningfully	5. Habits of Mind
Classroom Climate	Declarative	Comparing	Decision Making	<ul style="list-style-type: none"> Persisting Clarity & precision Managing impulsivity Data through senses Understanding/empathy Creating, imagining, innovating Thinking flexibly Wonderment & awe Meta cognition Responsible risk taking Striving for accuracy Past knowledge, new situations Finding humour Interdependent thinking Question/pose problems Continuous learning
Acceptance by teacher/s & peers	Construct meaning	Classifying	Problem Solving	
Comfort & order	Organise	Abstracting	Invention	
Classroom Tasks	Store	Inductive Reasoning	Experimental Inquiry	
Value & Interest	Procedural	Deductive Reasoning	Investigation	
Ability & Resources	Construct Models	Constructing Support	System Analysis	
Clarity	Shape	Analysing Errors		
	Internalise	Analysing Perspectives		

Dimension 2 Knowledge Focus

Plan learning experiences and teaching strategies to respond to the needs and interests of the learner.

Declarative Knowledge (What do I want my learners to know?)	Procedural Knowledge (What do I want my learners to be able to do?)
Current youth issues including issues of substance use and abuse, graffiti, boredom, isolation, distance and lack of funds	Interpret and analysis data (secondary and primary)
Positive Habits of Mind that inspire a sense of belonging and acceptance	Construct a plan based on balanced judgements in order to challenge opinions and present different points of view to persuade others.
Society and community changes over time	Interpret trends, make predictions and justify choices
Council policies and protocols including town planning issues, democratic processes	Communication process – report writing and formal presentation

Vocabulary	Concepts
discrimination; prejudice; alienation; disengagement	analysing statistical data;
youth; peer; subculture; persuasion	youth issues; persuasive voice
belonging; positive attitudes & perceptions	healthy lifestyle
substance use and abuse	risk taking behaviours
council and councillor	active citizenship; democratic process

Specific Student Needs and Adjustments

DIM 1 & 5

Specific student needs	Adjustments and considerations
Profiled the class using a Multiple Intelligence test	Wide range of intelligences, with a concentration in the verbal/linguistic area
Class responds best to regular interaction and discussion within learning	Provide learning opportunities for down loading information and engaging in discussion to consolidate ideas, timed every 20/30 minutes to create time and make space to learn
65% class are from indigenous and or ESL	Incorporate and demonstrate cultural perspectives and knowledge in content and processes throughout unit
2 male students identified with significant behavioural issues	Establish communication book with parent/caregiver and build in responsible roles within class and group work and respond to positive behaviour with public & private recognition; set and maintain clear & realistic expectations

Key Resources for Unit

(People, texts, AV, technology, websites etc)

NOTE: Set texts to be nominated in each KLA.

Websites to be sourced at point of delivery for currency and availability.

This unit requires a team of middle school teachers to deliver in collaboration.

IT, literacy and numeracy and cultural perspective are embedded features.

Day 1 LEP for each host KLA	ELs focus (LMQ 2)	Learning Experiences What is to be taught? Sequential Strategies	Main DoL focus	Main Resources (LMQ4)	Who will do what? (LMQ6)	Check for learning/ Assessment (LMQ7/DIM 4)

UNIT TIMETABLE

WEEK BEG.	MON	TUES	WED	THURS	FRI

(Your next step would be to develop learning experience plans. LEPs provide the specific detail of how specific strategies and sequences will come together.)

Consider how and when to provide feedback.

Ways to monitor learning and assessment:

-
-
-
-
-
-
-
-
-
-

Year 8 Youth Say

In consultation with the local council and local youth groups, students are to investigate services and facilities currently available for youth in the local area:

1. Present their findings as a youth information map poster to help raise awareness of and to facilitate access to services.
2. Evaluate their findings in terms of catering for specific needs and interests of youth in the area and make some recommendations that will be presented to the council for future review.

Significant questions

- What do youth of today need to be able to give and take from their community for the development of positive sustainable relationships?

Deep Understanding:

- Our attitude and behaviour affects how we perceive our community
- Being an informed citizen allows us to be empowered in our community
- Every single person has capacities, abilities and gifts.
- Our choices in life need to be valued in terms of long term as well as short term gains

Identify youth services and activities that are available in their local community.

Liaison with council members to identify existing priorities and strategies, that promotes youth services in the community.

Develop a survey to gauge the awareness of peers to the existing services, as well as establishing the additional services and facilities that would be valued by the youth of the area

Analyse case studies of community action plans and why they did or did not meet with success.

Develop a survey to gather data about the changing needs and interests of youths from previous generations.

Analysis the needs of the youth in the area and prioritise these. Compare this to youth in other countries

Present an analysis of the data gathered from various sources about youth needs eg barriers, enablers, policies, rules, regulations, funding, attitudes, and public health

Students request information and support from local council and community groups that may be willing to assist in obtaining resources and information to enhance their local area in relation to the needs of the youth in the area.

Develop a list of people who might be willing to be involved in improving the well being of youth in the local area (including people & organizations that could assist in funding, info brochures eg drug, child help).

Design an informative map poster aimed at promoting existing youth services and contact details.

Identify images that represent the diversity of youth and the services and local community present in a digital form.

Develop a "portrait" of the uniqueness of youth today.

Present the multi-step plan as part of a persuasive multi-media presentation (eg rap dance, power point, static display etc..) That will be presented to the local council. This needs to include evidence collected from their research

Get feedback on plans from various sources

Collaboratively formulate a written proposal for improving the wellbeing of the youth in the area. This could include:

- Activities
- Services
- Information centre for drug, child protection etc.
- Budget
- Relationships with other community members

Individual Lesson Ideas



Linked to DoL

1.

**When processing an activity,
remember these steps!**



Getting to know the group

Find Someone Who...

Purpose: Icebreakers are interactive exercises that introduce people to each other and help them learn interesting things about one another. As students get acquainted, they become more comfortable within the group. They relax and ready themselves for the work of the group.

Materials: The handout "Find someone who" for each participant; pens or pencils

Time: 15 to 20 minutes

Planning Notes: The purpose of this activity is to set a positive tone and begin to build group spirit. Keep it light, use humor, and have fun.

Procedure:

1. Tell participants the purpose of this activity, and explain how the activity works.
 - I will give you a list of statements.
 - When I ask you, get up, move around the room, and introduce yourself to others. Try to find someone to whom a statement applies.
 - If someone agrees that a statement applies to him/her, get his/her signature on the line beside the statement. If she/he says that statement doesn't apply to him/her, read another statement.
 - Collect as many signatures as you can in about 10 minutes.
2. Be sure everyone understands the instructions. Then tell the group to begin. (You may want to participate in this activity.)
3. After about 10 minutes, call "Time," and ask the teens to take their seats. Conclude the activity with the Discussion Points.

Discussion Points:

2. How do you feel now about being in this group?
3. Did anyone find a person who has had similar experiences?
4. Did you feel uncomfortable reading any of the statements? If so, which one(s)? Why do you think that you were uncomfortable?
5. Was it easier to approach people of the same sex or the other sex? Why?

When processing an activity, remember these steps!

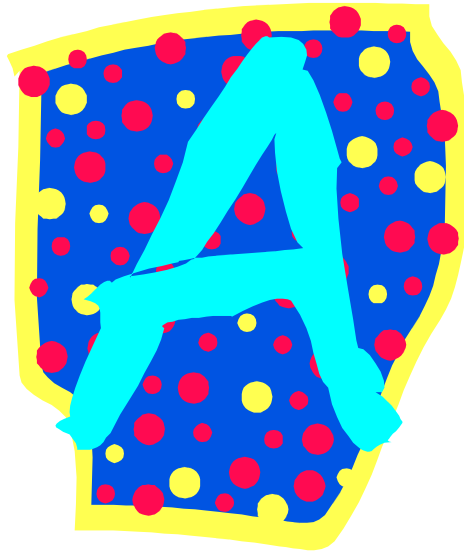


Find someone whose experiences include one of the following:	Signatures
Has one or more older siblings	
Has participated in a marathon	
Wishes to be a different age (younger or older)	
Shares your favorite musician	
Has trouble saying "No," to friends	
Loves one special person	
Has a parent whose works requires travel	
Lives with an extended family (including aunts, uncles, grandparents, cousins, and/or other relatives)	
Works or has worked as a volunteer	
Works or has worked for pay	

Loves playing a school sport	
Has a teenage friend who is a parent	
Shares your interest in a particular subject	
Has experienced a broken bone	
Has cared for a child under age two	
Has a vision of what he/she wants to do in life	
Has a pet or pets	
Likes to go camping	
Participates in a community youth group, such as a church group, Camp Fire Girls, or scouts	
Shares your interest in a hobby or out-of-school activity	

Graffiti Sheet

1. Head up large sheets of butchers paper with the following questions, **one per page**. These are placed around the room:
 - What are the main activities you currently do in your spare time (e.g. play sport, listen to music)?
 - What type of activities would you like to do, but find it difficult to do due to distance, resources or availability?
 - What type of transport is available to you?
 - What sort of skills (computer, public speaking) would you like to explore or see as useful for you and your peers?
 - What do you consider to be an ideal youth hangout?
 - What sort of work do you plan to do as a career?
2. Students take their own pens/crayons etc to each station and record their response. “Nil” is an appropriate answer if they cannot think of anything. Students can write up to 3 answers for each question.
3. Organise the class into 6 groups. Each group is responsible for summarising one of the Graffiti sheets (this could include lists, graphs, mind maps), which is to be presented back to the rest of the class.



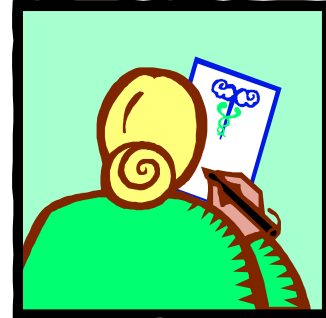
Constructing Posters – Person I Am

A poster is a visual display on paper to inform others about a topic. The poster is usually made up of written

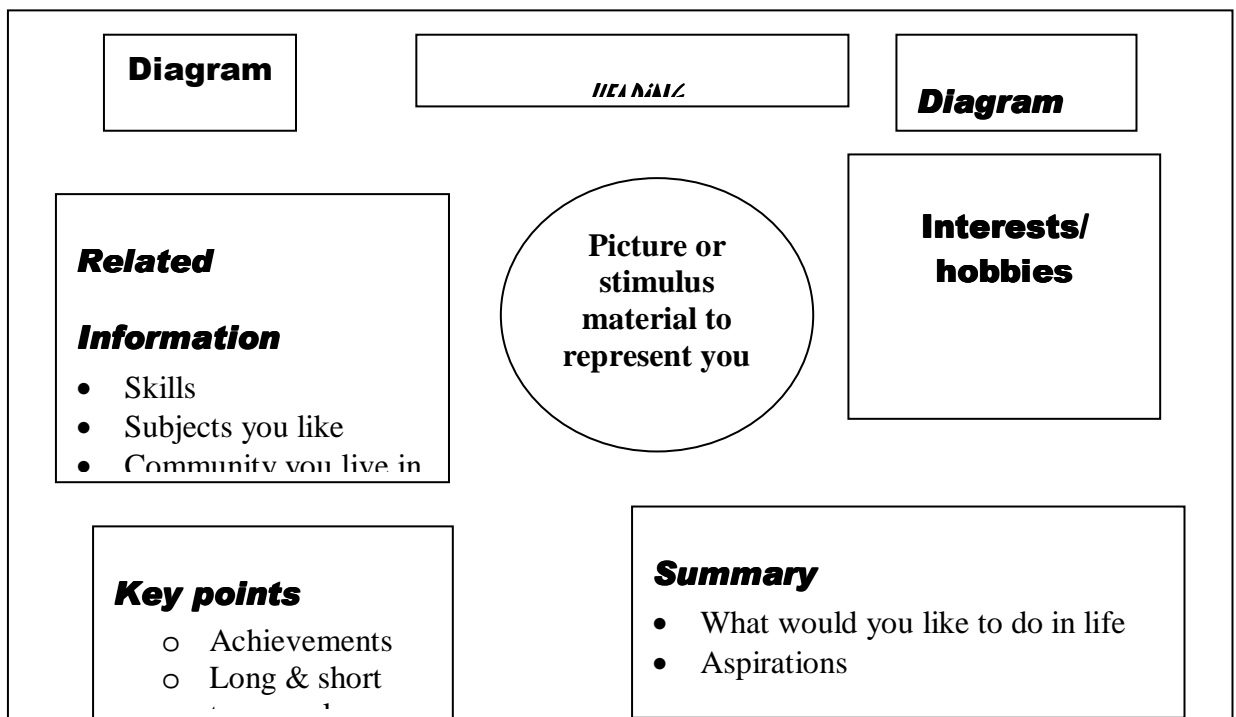
- Create an informative and accurate poster that describes the person you are. Include information about:
 - Your interests
 - Subjects you are good at
 - Your dreams and aspirations,
 - The type of skills you have e.g. problem solver, team player
- You might want to survey people in your class about how they perceive you

What do I do?

- a) Plan the layout on a sheet of paper.
- b) Use different display areas for different information
- c) Use frames and spaces to separate sections
- d) Make sure headings stand out
- e) Use an attention grabbing title.
- f) Try different colour backgrounds.
- g) Minimise the writing and emphasise the visuals (select important notes and key issues)
- h) Use large writing so that the information can be clearly read
- i) Make sure it is attractive to look at.



Sample Format





Thinking Hats – Youth Today

<i>Hat</i>	<i>Thoughts</i>
<p><i>Red Hat (Emotional Reactions)</i></p> <ul style="list-style-type: none"> How does being a youth of today feel like. Explain why it makes you feel that way? (eg excited, out of place, interested) 	
<p><i>Yellow Hat (Positive Tracking)</i></p> <ul style="list-style-type: none"> What are all the positive aspects, strengths and advantages of being a young adult? Think of future possibilities compared to your parents etc. 	
<p><i>Black Hat (Identifying Concerns)</i></p> <ul style="list-style-type: none"> What are the areas of concern/negative aspects of being a youth in particular in the Port Stephens area? Barriers or challenges in terms of you achieving the goal or participating in interests areas e.g. cost of training, location of venue, 	
<p><i>Green Hat (Creative Improvement)</i></p> <ul style="list-style-type: none"> What are all the pathways you could take to achieve this career option? What else do youth do in other areas? How could you solve problems connected achieving your goals/interests? Find creative or alternative way for you to enjoy your recreation time or spend time with friends? 	
<p><i>White Hat (Information Collection)</i></p> <ul style="list-style-type: none"> What are the facts and details associated with being a youth in this area? Do I need access to various information and skills for the future? What other information would you like to find out about youth in other areas? What questions do you still need answers to? 	

SWOT Analysis

Write or present your opinion on the concept of establishing a “youth hub” in the local area.

Consider:

1. Who benefits from this?
2. Who would utilise this?
3. Who will take responsibility of the project?
4. How could this impact on community attitude to youth of the area?

Analyse the different class opinions using a SWOT analysis

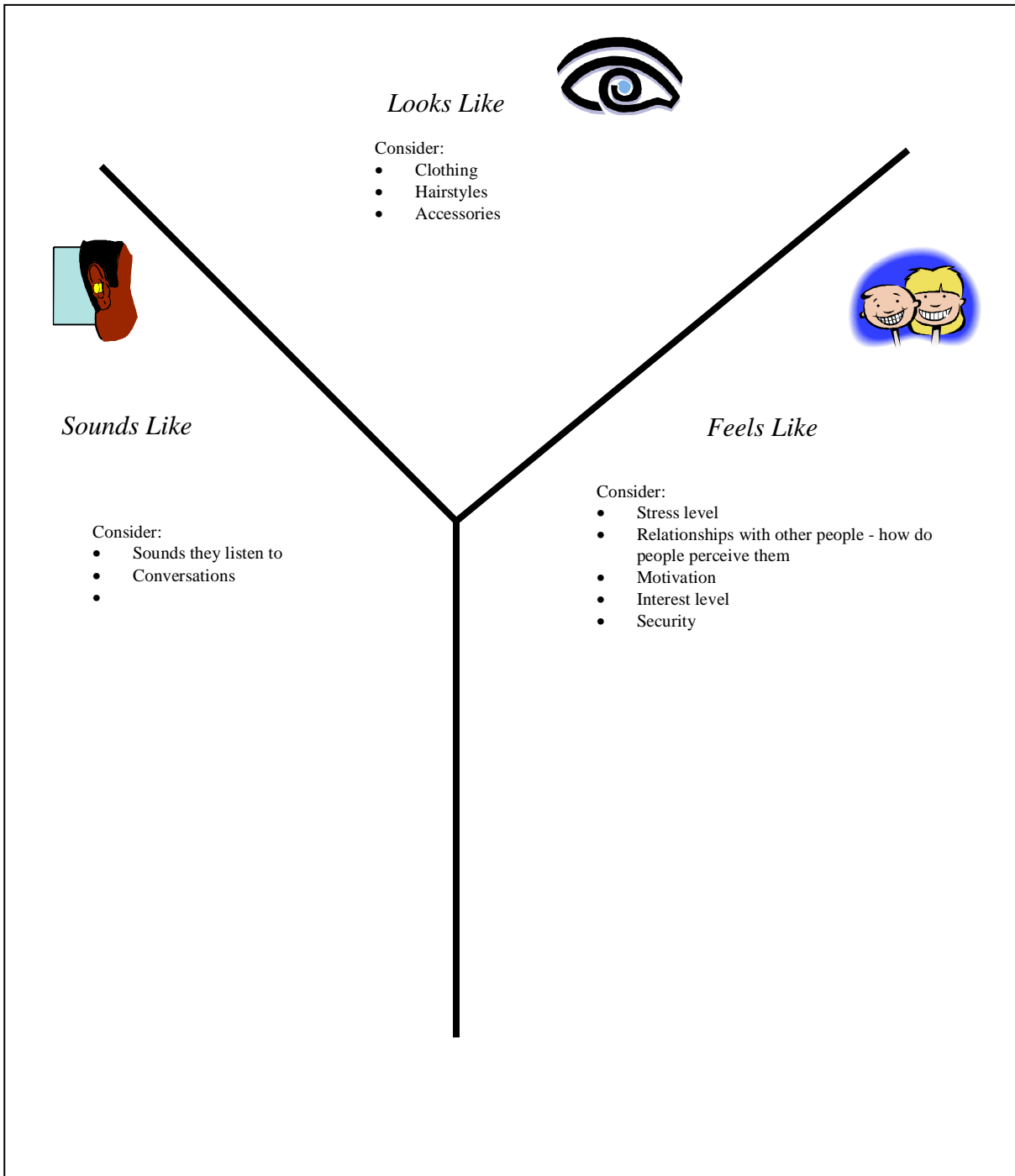
<u>STRENGTHS</u>	<u>WEAKNESSES</u>
<u>OPPORTUNITIES</u>	<u>THREATS</u>

Executive Summary


Come up with a class summary after all opinions and ideas have been explored.

Y-Chart

Think of what it is like to be a teenager today and compare this to what it would have been like in your grandparent's age or alternatively a teenager in a different culture to your own. Consider family relationships, living conditions, the stress level, commitments, responsibility etc..
Complete the Y-chart to summarise the job.




Looks Like



Consider:

- Clothing
- Hairstyles
- Accessories


Sounds Like



Consider:

- Sounds they listen to
- Conversations
-

Feels Like



Consider:

- Stress level
- Relationships with other people - how do people perceive them
- Motivation
- Interest level
- Security



Youth of Today – A Portrait

This task requires you to be self reflective about being a teenager today, the challenges, and the highlights.

1. Cut out a life size body silhouette out of cardboard from chest up. (Trace a friends shape on to a large piece of paper)
2. Collect at least one of each of the following which holds special meaning for you:
 - Lyrics of a song
 - Quote from a famous person
 - Sayings or phrases that you use
 - Headlines from a magazine
 - Article from the newspaper
3. Paint one side of the silhouette with a colour of your choice – then decorate it using the items collected in step 2
4. Write a paragraph to explain who you are and what you represent.
5. Collect pictures, symbols, other items eg lolly wrapper, hair clip etc..
6. Decorate the second side of the silhouette with the items collected to form a mural that reflects you as an individual living in today's world.

Representing Youth locally

1. As a class brainstorm as many words as you can that would portray the youth of the area.
2. Select 5-7 words that your team would like to focus on.
3. Brainstorm and then prioritise what type of visual images would best portray the “word”
4. Present your plan to your teacher, once approved, use a camera and/or video to capture the appropriate images for your chosen words
5. Examine photographers and their artwork and how they portray powerful images to their audience.
6. Drawing from what you have researched, discuss colour and format (how you arrange the images) to best represent the image you are after.
7. Choose music, which might be played to accompany the images.
8. Present a brief summary that justifies and explains the chosen words, images and music. This could be presented as a narrative.

Sample Format

Youth today.....	Laugh	Hang out	Work	Risk Take	Learn	Explore	Think	Play	Discover	Investigate
	Photo	Photo	Photo	Photo	Photo	Photo	Photo	Photo	Photo	Photo

